



2017 SCHOOL CLIMATE SURVEY FOR STUDENTS

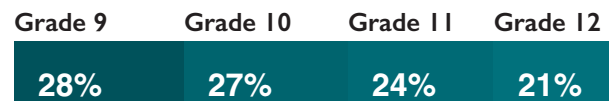
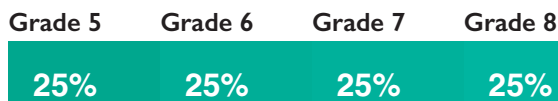
SELF-IDENTIFIED DEMOGRAPHICS

From March to May 2017, **78%** of students (32,931 elementary; 25,851 secondary) in Grades 5 to 12 completed the [YRDSB School Climate Survey for Students](#). This infographic shows participating students' self-reported identities. These findings will be used to inform Board and school improvement planning to support student achievement and well-being, and create more equitable and inclusive school environments.

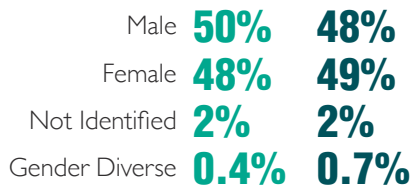
Elementary
Grades 5 - 8

Secondary
Grades 9 - 12

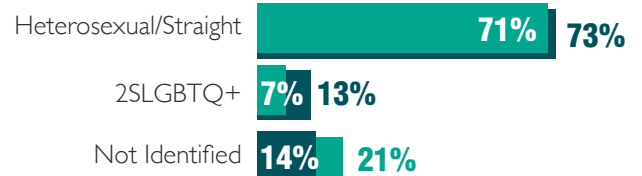
Grade



Gender Identity

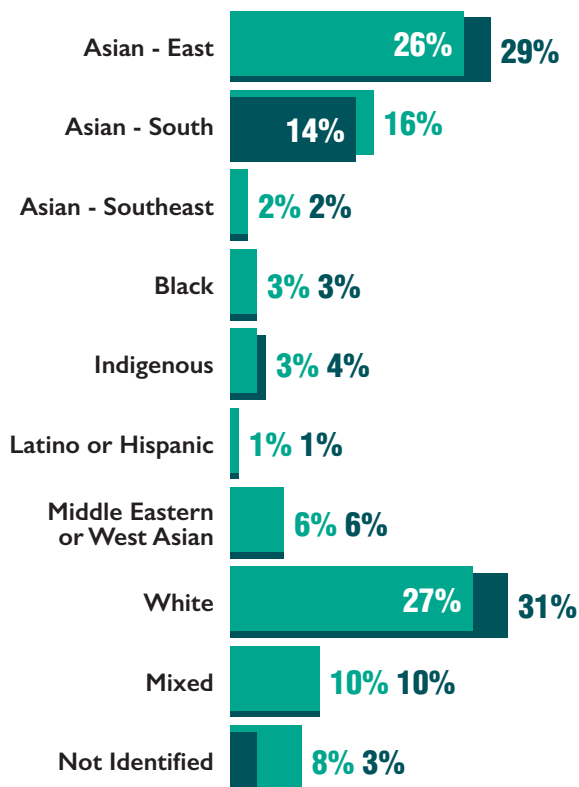


Sexual Orientation

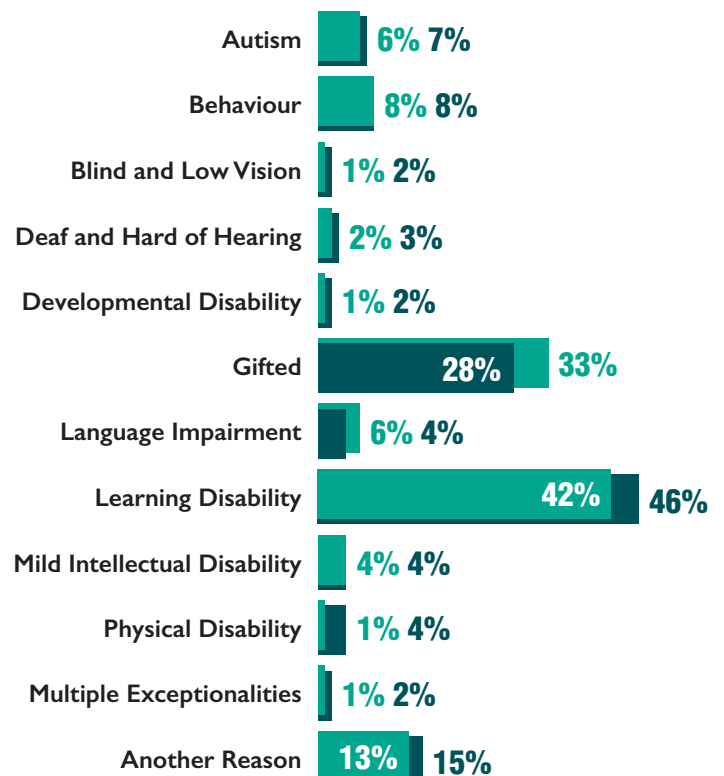


(Grades 7 - 12 only)

Racial/Ethnic Background



***Special Education Identification** (based on responses from 5,492 elementary and 4,984 secondary students)



* Percentages may not sum to 100% as students could choose more than one category.

How to Read and Interpret the 2017 Student School Climate Survey Infographics

Results are displayed in four (4) sections according to the following self-reported identities: Gender Identity; Racial/Ethnic Background; Sexual Orientation; and Special Education Identification.

The percentages shown in the following graphs **are based on the number of students who answered each question**. The number of responses varies by each identity.

Step 1 – Consider the **question** (e.g., *Do you feel welcome at your school?*)

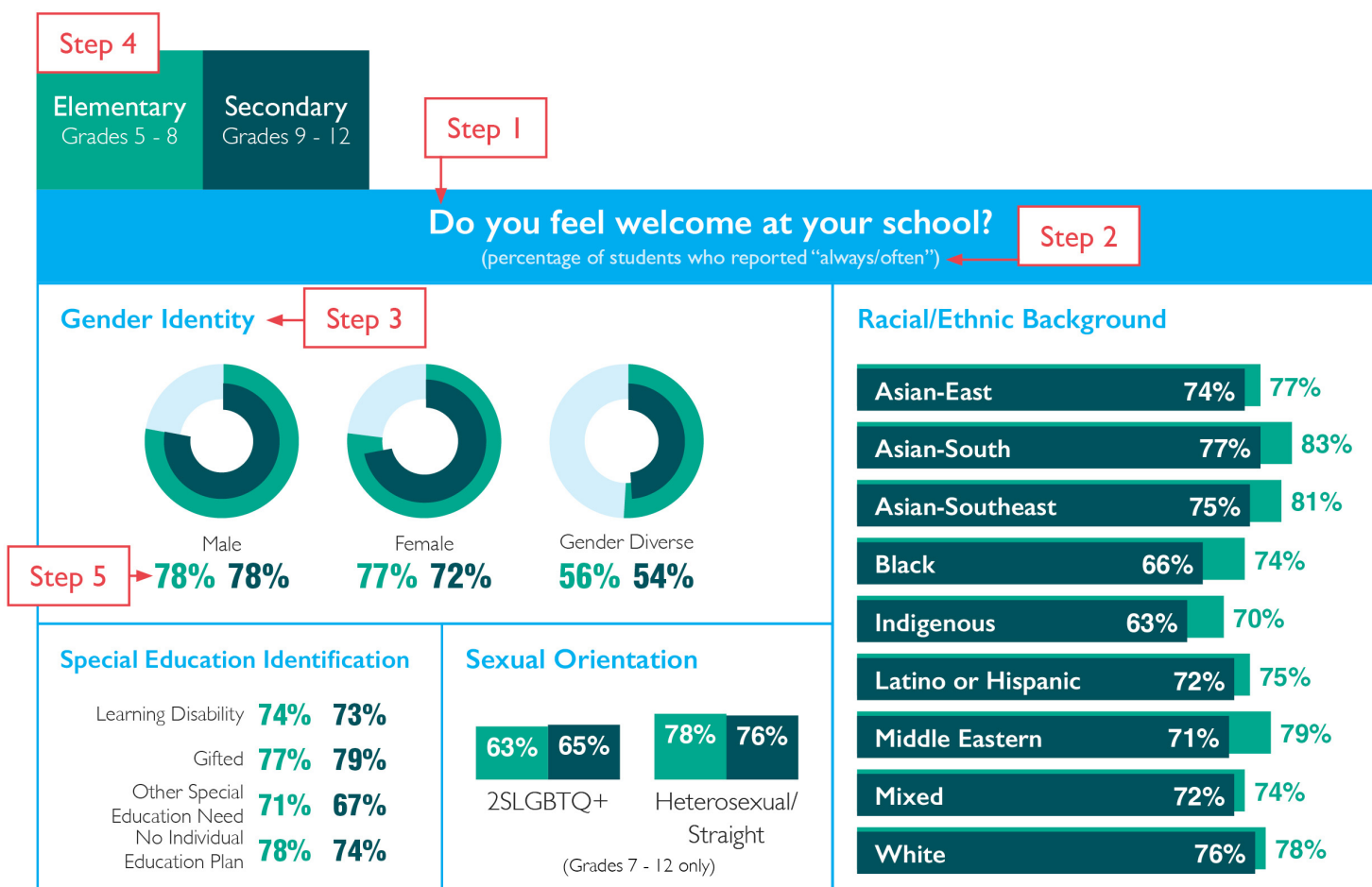
Step 2 – Note the **reported responses** (e.g., *always/often*)

Step 3 – Look at one **identity section** at a time (e.g., *Gender Identity*)

Step 4 – Note the **legend** (results for elementary students represented by light green; results for secondary students represented by dark green)

Step 5 – **Read** the data. (e.g., *78% of elementary students who identify as male reported that they always/often feel welcome at their school*)

Step 6 – Planning teams are encouraged to **interpret** the data from the infographics (i.e., What is the data telling you? Do these data affirm, extend or conflict with other data you've explored? What questions do these data raise? How do these data relate to ongoing school improvement actions? What other actions might be required from your school?)





MATHEMATICS

Elementary
Grades 5 - 8

Secondary
Grades 9 - 12

The percentages shown in the following graphs are based on the number of students who answered each question. The number of responses varies by each identity.

Making mistakes is helpful in learning mathematics.

(percentage of students who reported "agree/strongly agree")

Gender Identity



Male
84% **78%**



Female
83% **76%**

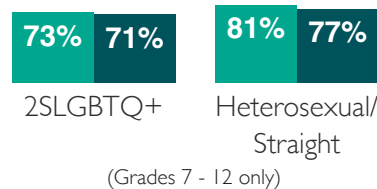


Gender Diverse
71% **60%**

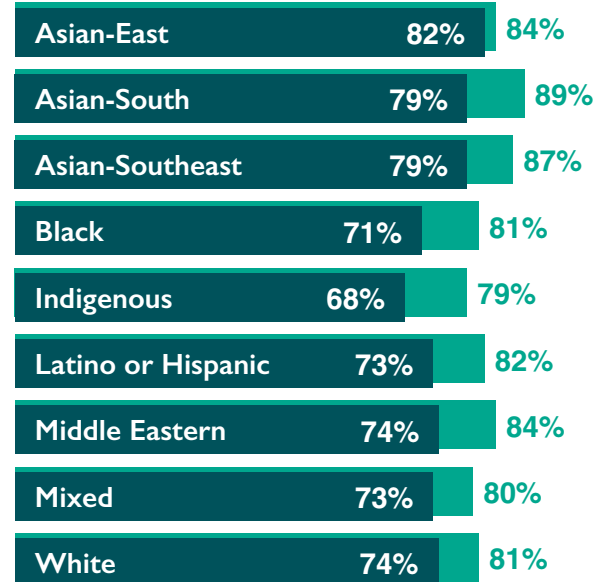
Special Education Identification

Learning Disability **78%** **70%**
Gifted **80%** **77%**
Other Special Education Need **76%** **70%**
No Individual Education Plan **84%** **77%**

Sexual Orientation



Racial/Ethnic Background



The math I learn in class is useful for everyday life.

(percentage of students who reported "agree/strongly agree")

Gender Identity



Male
73% **46%**



Female
68% **33%**

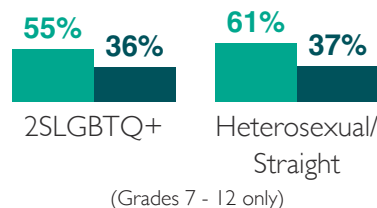


Gender Diverse
56% **28%**

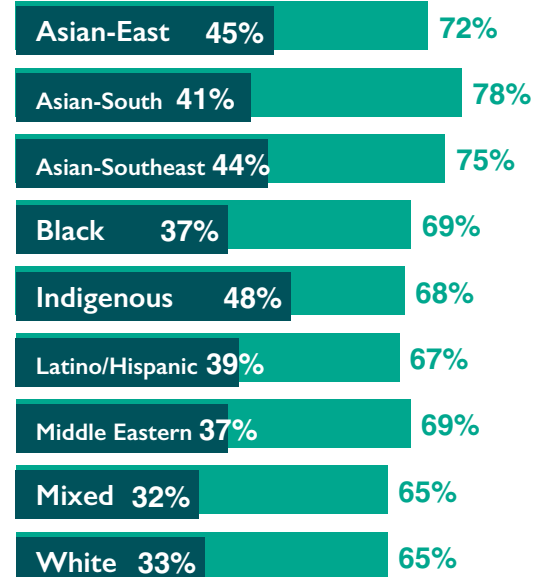
Special Education Identification

Learning Disability **69%** **40%**
Gifted **64%** **40%**
Other Special Education Need **67%** **43%**
No Individual Education Plan **70%** **38%**

Sexual Orientation



Racial/Ethnic Background





MATHEMATICS

Elementary
Grades 5 - 8

Secondary
Grades 9 - 12

The percentages shown in the following graphs are based on the number of students who answered each question. The number of responses varies by each identity.

I ask questions to help make sense of mathematics.

(percentage of students who reported "yes")

Gender Identity



Male
81% 77%



Female
80% 76%



Gender Diverse
58% 51%

Special Education Identification

Learning Disability **78% 72%**
Gifted **78% 76%**
Other Special Education Need **74% 71%**
No Individual Education Plan **81% 76%**

Sexual Orientation

68% 70% **80% 78%**
2SLGBTQ+ Heterosexual/
Straight
(Grades 7 - 12 only)

Racial/Ethnic Background

Asian-East	78%	79%
Asian-South	77%	85%
Asian-Southeast	76%	81%
Black	73%	78%
Indigenous	69%	75%
Latino or Hispanic	72%	75%
Middle Eastern	76%	83%
Mixed	71%	78%
White	77%	80%

I learn from other students in math class.

(percentage of students who reported "agree/strongly agree")

Gender Identity



Male
72% 72%



Female
77% 72%



Gender Diverse
59% 56%

Special Education Identification

Learning Disability **69% 65%**
Gifted **74% 75%**
Other Special Education Need **64% 61%**
No Individual Education Plan **76% 73%**

Sexual Orientation

67% 67% **75% 73%**
2SLGBTQ+ Heterosexual/
Straight
(Grades 7 - 12 only)

Racial/Ethnic Background

Asian-East	75%	76%
Asian-South	78%	81%
Asian-Southeast	77%	81%
Black	66%	75%
Indigenous	66%	69%
Latino or Hispanic	67%	76%
Middle Eastern	66%	74%
Mixed	70%	74%
White	68%	72%



STRATEGIES AND INITIATIVES

YRDSB will continue to expand and enhance its strategies and initiatives to ensure safe, welcoming, equitable, accessible and inclusive learning environments. The following list highlights some examples:

- [Equity and Inclusivity](#) policy and procedures
- [Equity Action Plan](#)
- [Inclusive Schools and Community Services Department](#)
- [Equity and Inclusivity Advisory Committee \(EIAC\)](#)
- [YRDSB Special Education Plan](#)
- [Special Education Advisory Committee \(SEAC\)](#)
- [Ontario's Renewed Math Strategy](#)
- [YRDSB's Math Strategy](#)
- [Comprehensive Math Program](#)
- [Understanding Learning Disabilities - How Processing Affects Mathematics Learning](#)
- [The Third Teacher: Designing the Learning Environment for Mathematics and Literacy](#)
- [Understanding Indigenous Ways of Knowing](#)
- [A Teacher's Guide to Reasoning and Sense Making](#)
- [Questioning the Moment: Glimpses of Grade 8 Students Solving the Movie Theatre Problem](#)
- [Doing Mathematics with Your Child](#)
- [Homework Help](#)
- [Resources for Parents and Students](#)
- [The Individual Education Plan: A Guide for Parents](#)
- Supports and Services for [Newcomers](#) and [English Language Learners](#)
- Supports for [First Nation, Métis and Inuit students](#)

DESCRIPTION OF TERMS

- **Gender Diverse**
Refers to gender identities and/or gender expressions that differ from cultural or societal expectations based on assigned sex.
- **2SLGBTQ+**
Refers to the following categories of sexual orientation provided in the survey: Lesbian, Gay, Bisexual, Two-Spirit, Queer, Questioning, Asexual, and/or Intersex.
- **Other Special Education Need**
Refers to the following categories of special education need provided in the survey: Autism, behaviour, blind and low vision, deaf and hard of hearing, developmental disability, language impairment, mild intellectual disability, physical disability, and multiple exceptionalities.